

DOCUMENT RESUME

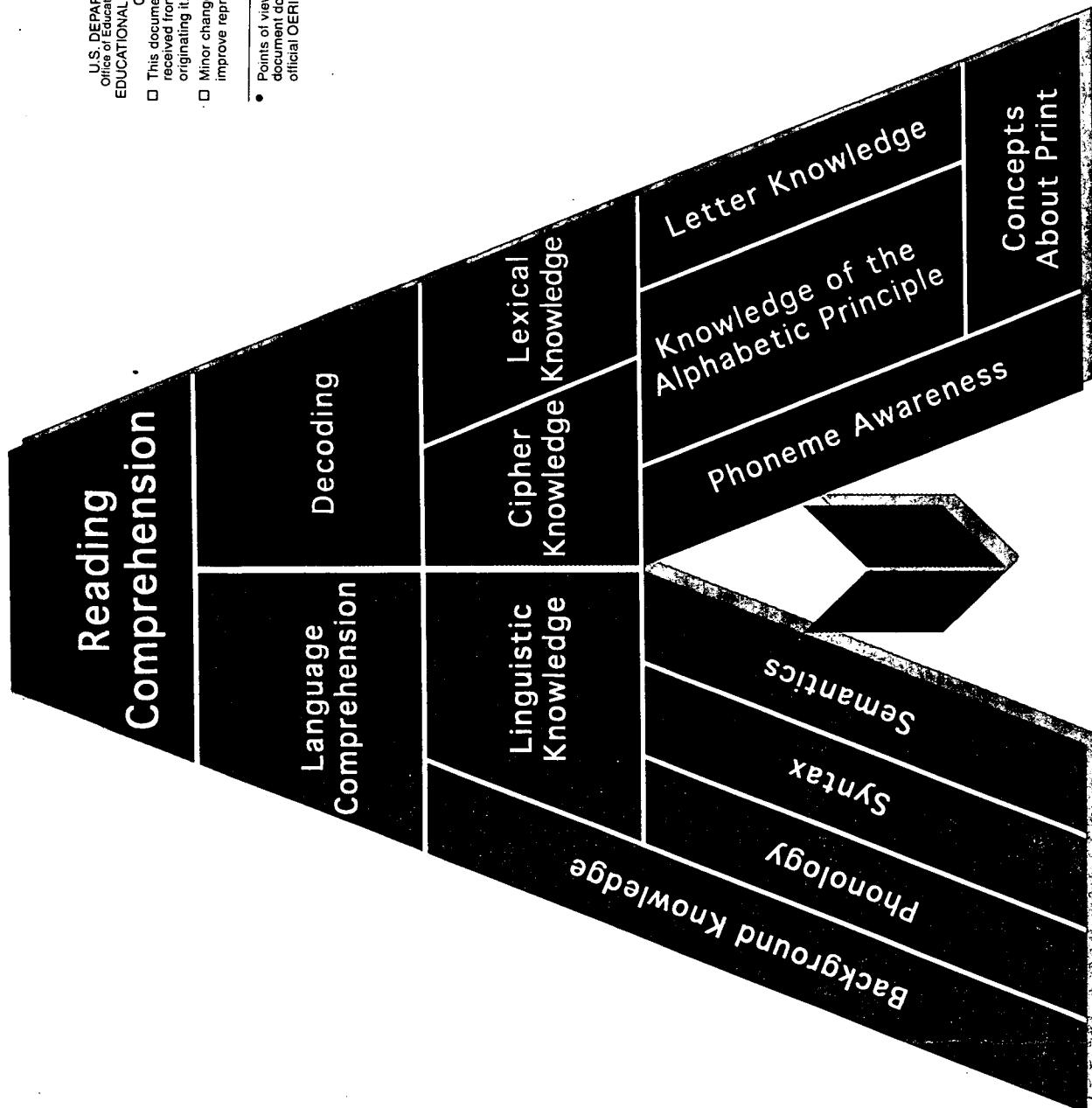
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*Writing Evaluation

ABSTRACT

This portfolio contains a literacy profile form for teachers to record students' progress, a reading folder to collect information on what students have read, a place to collect writing samples, and a listening/speaking/viewing folder. The literacy profile in the portfolio contains a chart to record baseline data, mid-year, and summative data for a variety of cognitive elements (including reading comprehension, decoding, and language comprehension). It also contains forms to record teachers' comments and observations for each of the cognitive elements. The front cover of the reading folder allows for the recording of the title/author, genre, comments, and text level for up to 24 items. The front of the Writing Samples folder lists assessment indicators for language comprehension, linguistic knowledge, phonology, semantics, syntax, writing composition, encoding, correct spelling, phonetic encoding, letter formation, segments for spelling, background knowledge, and writing conventions. The front of the Listening/speaking/viewing folder lists assessment indicators for linguistic knowledge, phonology, semantics, syntax, background knowledge, and language comprehension. It also briefly describes supplementary language skills that do not relate directly and clearly with any single cognitive element outlined in the framework. (RS)



Student: _____
Teacher: _____

THE LITERACY ACQUISITION PORTFOLIO

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Developed by the Reading Coherence Initiative at the Southwest Educational Development Laboratory (**SEDL**) • 211 E. 7th Street w Austin, Texas 78701 • 800-476-6861

CS 014 194

LITERACY PROFILE

COGNITIVE ELEMENT	BASELINE DATA		SUMMATIVE DATA		Teaching Points	Strengths
	Level	RAW SCORE / %	Level	RAW SCORE / %		
Reading Comprehension						
Passage Title / Level						
Decoding						
Cipher Knowledge						
Lexical Knowledge						
Phoneme Awareness						
Alphabetic Principle						
Letter Knowledge						
Concepts about Print						
Language Comprehension						
Linguistic Knowledge						
Semantics						
Syntax						
Phonology						
Background Knowledge						

Mark progress for each cognitive element on the chart below. Use blue for baseline, red for mid-year, and black for summative.

	Reading Comprehension	Decoding	Cipher Knowledge	Lexical Knowledge	Phoneme Awareness	Language Comprehension	Concepts About Print	Letter Knowledge	Alphabetic Principle	Semantics	Syntax	Phonology	Background Knowledge
Proficient	●	●	●	●	●	●	●	●	●	●	●	●	●
Developing	●	●	●	●	●	●	●	●	●	●	●	●	●
Emerging	●	●	●	●	●	●	●	●	●	●	●	●	●

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READING COMPREHENSION

Ability to construct meaning from text.

Assessment Indicators

- The student answers explicit detailed questions about the content.
The student answers implicit questions about the content.
The student fills in missing words from the story. (Cloze)

- The student retells the story.
The student is able to follow a set of written directions.

Teacher Observation Date: _____
Comments:Teacher Observation Date: _____
Comments:Teacher Observation Date: _____
Comments:Teacher Observation Date: _____
Comments:Emerging Developing Proficient

Not Assessed (indicate 'Too Difficult' or 'Too Hard')

LANGUAGE COMPREHENSION

Constructing meaning from language.

Assessment Indicators

- The student's speech is organized, sequential, and follows a logical flow.
The student can describe the sequence of events of a story in a retelling.
The student recognizes that meaning is influenced by context, audience, and speaker's intent.
The student draws inferences and makes generalizations.

Teacher Observation Date: _____
Comments:Teacher Observation Date: _____
Comments:Teacher Observation Date: _____
Comments:Teacher Observation Date: _____
Comments:Developing as Appropriate **LINGUISTIC KNOWLEDGE**

Complex knowledge and use of language.

Assessment Indicators

- The student integrates knowledge and use of phonology, semantics, and syntax.
The student appreciates the differences in a variety of genre (poetry, expository, narrative, rhetoric).
The student explores and develops preferences in genres and authors.

Teacher Observation Date: _____
Comments:Teacher Observation Date: _____
Comments:Teacher Observation Date: _____
Comments:Teacher Observation Date: _____
Comments:Developing as Appropriate **BACKGROUND KNOWLEDGE**

General understanding of the subject matter to be comprehended.

Teacher observes interests/knowledge areas of student.

Comments: Date: _____

Comments: Date: _____

Comments: Date: _____

Comments: Date: _____

Developing as Appropriate **SYNTAX**

Understanding and using patterns of sentence structure.

Assessment Indicators

- The student's oral and/or written messages are syntactically correct.
The student completes/corrects sentences with syntactically correct word.
The student manipulates sentences in ways which are syntactically correct.

Teacher Observation Date: _____
Comments:Teacher Observation Date: _____
Comments:Teacher Observation Date: _____
Comments:Teacher Observation Date: _____
Comments:

SEMANTICS

Knowing the meanings of morphemes, words, sentences and full discourse.

Assessment Indicators

- The student names pictures (expressive vocabulary).
- The student can select a picture from a group that matches a spoken word (receptive vocabulary).
- The student can produce synonyms & antonyms for spoken words.
- The student can produce definitions for words.
- The student can identify a word (from a list, group of pictures, or spoken) that is different in meaning.
- The student uses story language and recognizes storystructures to support meaning.

Teacher Observation Date: _____
Comments:Teacher Observation Date: _____
Comments:Developing as Appropriate **DECODING**

Translating text into speech.

Assessment Indicators

- The student correctly pronounces familiar words whether they are regular or irregular (at reader's level).
- Accuracy in calling words requires no conscious effort.

Teacher Observation Date: _____
Comments:Teacher Observation Date: _____
Comments:Teacher Observation Date: _____
Comments:Teacher Observation Date: _____
Comments:Developing as Appropriate **CIPHER KNOWLEDGE**Using the conventions of English text
to sound out regular words.**Assessment Indicators**

- The student reads uncommon regular words.
- Phonetic Speller: assigns letters on basis of sound, writes what they hear.
- The student demonstrates transfer of 'regular spelling patterns' to new reading situations.
- Transitional Speller: begins to use basic conventions of English; include visual strategies with phonology.

Teacher Observation Date: _____
Comments:Teacher Observation Date: _____
Comments:Emerging Developing Proficient

Not Assessed (Indicate 'Too Difficult' or 'Too Hard')

CONCEPTS ABOUT PRINT

Recognizing and using printed material,
and understanding the mechanics of text.

Assessment Indicators

Front of Book	Print Carries Message
One-to-One Match	Left-to-Right
Recognizes inverted print	Top-to-Bottom
Precommunicative Speller	Return Sweep

(not an exhaustive list; see Marie Clay's Observation Survey)

Teacher Observation: Date: _____

Teacher Observation: Date: _____

Mastered

Mastered

LETTER KNOWLEDGE

Naming and using letters.

Assessment Indicators

Student recognizes upper case letters.	Student recognizes lower case letters.
Student makes sound/letter associations.	

Teacher Observation Date: _____
Comments: _____

100%

Upper Case

Lower Case

PHONOLOGY

Hearing and distinguishing speech sounds.

Teacher observes student distinguishes sounds of speech at age appropriate level. Date: _____

Teacher observes student demonstrates difficulty in distinguishing sounds of speech. Date: _____
Sounds noted:
Comments: _____

Teacher observes sufficient difficulty in hearing and distinguishing speech sounds to warrant further diagnostic assessments through speech and language pathologist.

Observation Date: _____ Referral Date: _____

Proficient

PHONEME AWARENESS

Awareness of the sounds that make up spoken words.

Assessment Indicators

Student identifies the longer (or shorter) spoken word in a pair.
Student identifies words which begin with the same phoneme.

Student blends phonemes into words.
Student manipulates and rearranges phonemes to make new words.
Student can identify specific phonemes in words.

Teacher Observation Date: _____
Comments: _____

Proficient

TITLE/AUTHOR	GENRE	COMMENTS:
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
		10

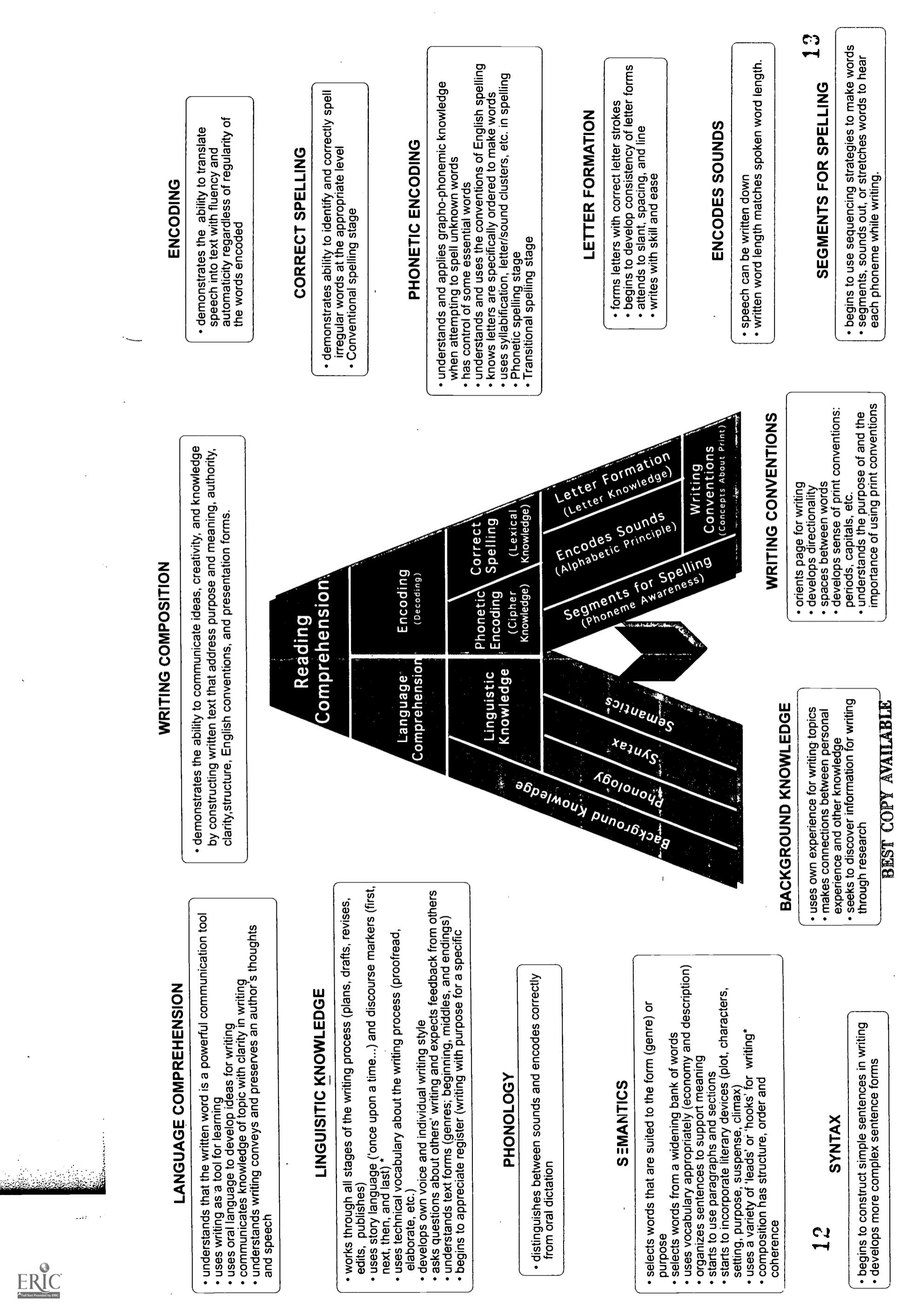
Comments might address: self-selected vs. assigned by teacher, predictable text, decodable text, observations made while reading with student. Mark text level: **d** (above grade level), **b** (on grade level) and **p** (below grade level).

TITLE/AUTHOR	GENRE	COMMENTS:
1.		
2.		
3.	d p b p	
4.	d p b p	
5.	d p b p	
6.	d p b p	
7.	d p b p	
8.	d p b p	
9.	d p b p	
10.	d p b p	
11.	d p b p	
12.	d	
		10

Genre: Picture book, fairy tale, folklore (myth, legend), modern fantasy, realistic fiction, contemporary fiction, poetry, historical fiction, biography, informational books, reference books, periodicals and newspapers.

READING FOLDER

Student: _____



WRITING SAMPLES

Student: _____

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LANGUAGE COMPREHENSION

LINGUISTIC KNOWLEDGE

- participates in rhymes, songs, conversations and discussions
- adapts personal language as appropriate to the audience, purpose and occasion
- maintains engagement while listening responsively and appropriately

PHONOLOGY

- hears and distinguishes sounds of speech (discrete sounds, words, etc.)

SEMANTICS

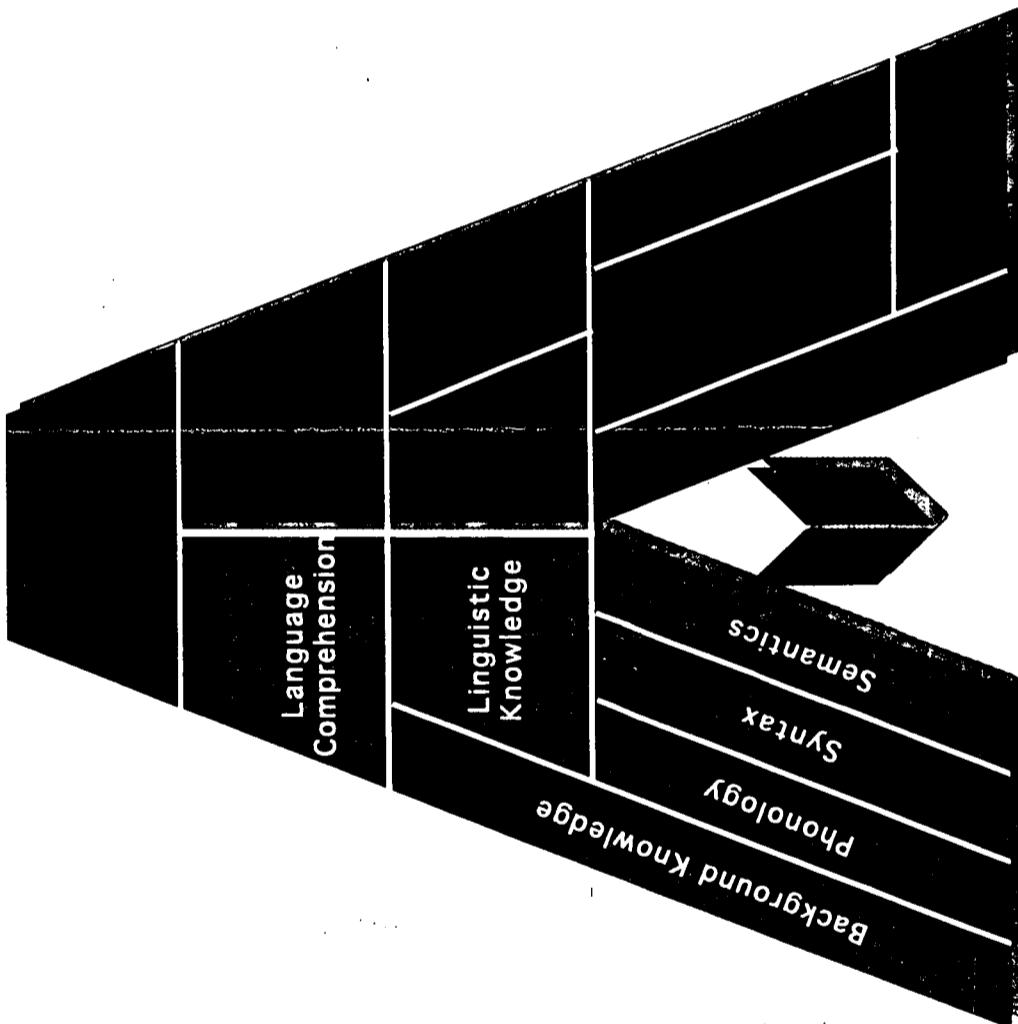
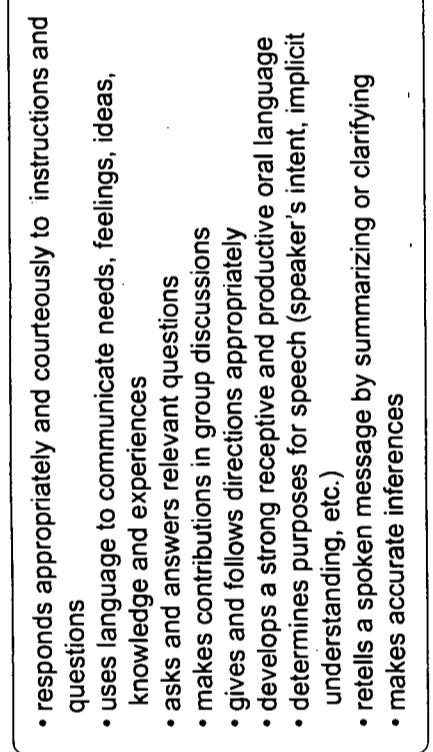
- learns the vocabulary of school (e.g., color words, direction words, etc.)
- learns and applies content specific vocabulary
- uses appropriate vocabulary and constructs meaningful phrases and sentences to clearly describe ideas, feelings, and experiences
- uses context to define unfamiliar words and responds with coherence and fluency

SYNTAX

- uses appropriate grammar when speaking (subject/verb agreement, complete sentences, tense, etc.)
- able to identify and correct examples of inappropriate syntax

BACKGROUND KNOWLEDGE

- connects personal experience and ideas with those of others through speaking and listening



SUPPLEMENTARY LANGUAGE SKILLS

The elements of the cognitive framework outline what might be described as the "essential ingredients" for language comprehension. Beyond these essential ingredients, there are examples of supplementary language skills that do not relate directly and clearly with any single cognitive element outlined in the framework, but which are no less relevant to a child's language development, and which may be included in your state's or district's standards. Examples of important language skills which are supplementary to the cognitive framework include:

- uses verbal and nonverbal communication effectively
- makes eye contact
- uses gesture and body language effectively
- speaks clearly (volume, rate, enunciation, intonation)
- makes announcements
- makes introductions
- presents dramatic interpretations of experiences, stories, poems, or plays
- make presentations before an audience (with graphic supports/props)
- uses verbal skills to solve problems
- uses language to interpret and evaluate
- identifies the musical elements of literary language such as its rhymes or repeated sounds
- directs attention to the speaker
- exhibits 'good audience' behavior
- follows one- and two- step verbal directions
- able to recite full name, address and phone number

**LISTENING /
SPEAKING / VIEWING**

Student:

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